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Foreword

This technical note is a product of the Navy's First Watch on the First Term of Enlistment (First Watch) research project. First Watch is a longitudinal project that assesses cohorts of new Navy recruits at key points during their first term of enlistment (typically their first 4 years in the Navy). Questionnaires are administered: (1) on the first day of recruit training; (2) at the end of recruit training; (3) at the end of Apprentice or "A" School training; (4) when a recruit/Sailor leaves the Navy during training; and (5) after the Sailor begins his or her job in the fleet.

This report presents findings relating pre-entry factors to successful (and unsuccessful) completion of recruit training. The research program was sponsored by the Office of Naval Research (Code 34) and funded under PE 0602236N and PE 0603236N.

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David L. Alderton, Ph.D.
Director

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Executive Summary

First Watch on the First Term of Enlistment (First Watch) was implemented as a longitudinal study to document the core reasons for first-term enlisted attrition in the Navy. Data were collected at five key points in a recruit/Sailor's first term: (1) upon entering recruit training, (2) upon graduation from recruit training, (3) upon graduation from "A"/Apprentice School, (4) upon exiting the Navy from recruit training or "A"/Apprentice School, and (5) after serving in the Fleet for at least one year. These data were supplemented by that taken from the Enlisted Master File (EMF), Personalized Reservation for Immediate and Delayed Entry (PRIDE), and data archives maintained at the Recruit Training Command (RTC), Great Lakes.

The current report examines attrition in RTC, based on the recruit's personal factors or experiences upon arrival at RTC. While RTC graduates and attrites were similar demographically, results indicate that there is reason to believe that RTC graduates and attrites differ upon entry into RTC on other measures. RTC graduates were more positive at the beginning of RTC about their experiences in the Delayed Entry Program, the preparation they received from their recruiter, their perceptions about the Navy, and the information they received from their recruiter. RTC graduates and attrites also seemed to have different reasons for joining the Navy, levels of education, job experiences, stress coping capabilities, and overall fit with the Navy.

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Introduction

Attrition[1] during the first term of enlistment (usually a 4-year term) in the U.S. Navy has fluctuated between 25 and 30 percent per year between 2000 and 2005 (Chief of Naval Operations [CNO] Public Affairs Office, 2002; Government Accountability Office [GAO], 2000; Harris, White, Eshwar, & Mottern, 2005), was 30.7 percent in 2004 (Golfin, 2005) and was 33.5 percent for the cohort ending in mid-2007 (M. Golfin, Center for Naval Analysis (CNA), personal communication, February 02, 2008). The costs associated with this level of attrition are considerable. Financial analyses obtained from the Commander, Navy Recruiting Command (CNRC) show that costs associated with recruiting and basic military training (i.e., recruit training or boot camp) are just over $26,000 per recruit (D. Bohn, CNRC, personal communication, November 15, 2005). Given that the Navy currently inducts about 35,000 to 40,000 new Sailors per year[2] (GAO, 2005a) and loses about 9 percent of these in recruit training (CNA, 2007; Golfin, 2005), the approximate overall financial loss from boot camp attrition alone, based on these parameters, amounts to between $81 and $93 million per year.

The Recruitment Approach to Managing Attrition in the U.S. Military

Despite high recruitment and training costs, the United States Military has historically planned for a certain level of attrition during the first term of enlistment, in part, by enlisting additional people to account for the projected loss (Asch & Hosek, 2004; GAO, 2005a). This "recruitment" approach to attrition has several problems associated with it, including financial cost and loss of trained personnel available to military commands. However, the most important problem with the "recruitment" approach is that the numbers of qualified potential recruits may not be available to sustain such an approach to military first-term attrition.

First, the number of people in the age group preferred for enlistment (ages 17–25) is not as high as it has been in the recent past. While the number of people available in this age group has been increasing from a low of about 25 million in 1997, it is still not up to what it was in the 1980s or early 1990s (U.S. Census Bureau, 2005), so the current target population is smaller than it has been in the recent past.

Second, the propensity to enlist in the military has decreased in the past 15 years. Youth Poll surveys and Youth Attitude Tracking Studies show that the inclination to enlist was 27 percent in 1991 (Department of Defense [DOD], 1993) and declined to 21 percent by 2003 (DOD, 2003).

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[1] Cohort attrition for first-term enlistees.
[2] Annual recruitment fluctuates based on service need.

Third, as an increasing number of private sector jobs require a college education, larger percentages of young people from the preferred age group that is recruited by the military are going to college instead (Gallagher, 2004; Kilburn & Asch, 2003). The percentage of people in the American population with a college education rose by 50 percent between 1992 and 2004 and is expected to continue to rise (Lacey & Crosby, 2005). In fact, the population that both the military and college recruiters target is expected to increase its college enrollment by 66 percent by 2013 (U.S. Department of Education, 2003).

Finally, adding to this problem is the number of young people in the target population who are not qualified to serve in the military. The GAO reports that "over half of U.S. youth aged 16 to 21 could be ineligible to join the military because they cannot meet Department of Defense or service entry standards" (GAO, 2005b, p. 68). Statistics from another source shows that the ineligible portion of the target enlistment population may be as high as 58 percent (DOD, 2003). This means that of those who show a propensity to enlist, most may not be qualified for military service.

What all of this almost certainly means for military recruiters is increasing difficulty in finding and enlisting sufficient numbers of prospective recruits to meet their recruiting goals. This problem is already apparent. Over the last decade the U.S. military missed its recruitment goals far more often than it did in the past (GAO, 2000). The Marines missed their overall recruitment goals in 1995 (Schmitt, 2005), and four of their monthly goals in 2005, which was the first time the Marines had missed a recruiting goal since 1995 (GAO, 2005a). The Army missed recruiting goals in 1998, 1999, and 2005 (Burns, 2005; Warner, Simon, & Payne, 2003), the Navy in 1998 (Hauk & Parlier, 2000) and 1999 (Warner et al., 2003.), and the Air Force missed their recruitment goals in 1998 and 1999 (Warner et al., 2003). In the final analysis, trying to deal with first-term attrition by recruiting additional personnel may simply be impractical. What is needed is an examination of the predictors of first term attrition. Once these are understood, systematic intervention to reduce attrition may be possible. This knowledge could ultimately reduce costs associated with attrition (both financial and in terms of organizational effectiveness) and bring the job of recruiting more in line with the available personnel resources.

Background

First Watch on the First Term of Enlistment

The First Watch on the First Term of Enlistment project (First Watch) was designed by Navy researchers at Navy Personnel Research, Studies, and Technology (NPRST) to examine and determine the root causes of Navy first-term enlisted attrition. First Watch researchers constructed and administered five different questionnaires, and implemented a longitudinal approach to track recruits and Sailors through their entire first term of enlistment in the U.S. Navy.

Each of the five questionnaires was designed to examine recruits'/Sailors' perceptions about themselves and the Navy at different points during their first four years in the Navy. These questionnaires contain motivational, personal, and experiential information relevant to each of these key points in a Sailor's first term. These points and their associated surveys are: (1) immediately before the beginning of the recruit's initial training at Recruit Training Command (RTC), Great Lakes (New Sailor Survey); (2) at the end of recruit training (RTC Graduate Survey); (3) at the end of "A"/Apprentice School, where Sailors are trained for their military job ("A" School Survey); (4) whenever a recruit/Sailor leaves the Navy from recruit training or "A" School (Exit Survey); and (5) after the Sailor has been in the fleet[3] for at least one year (Fleet Survey).

Over the course of the First Watch project, there were several iterations of each of these surveys. While there are common items in each of these surveys across iterations, there are also substantial differences as well. This report examines data from the first iteration of the New Sailor Survey (NSSV1) and examines the characteristics of RTC graduates and attrites. The NSSV1 is included in Appendix A. NSSV1 was based on research literature examining organizational attrition and on constructs of interest to the Navy. This instrument was pilot tested at RTC in 2001 with approximately 250 new recruits. The NSSV1 was administered to recruits at RTC from April 2002 to August 2003.

While most of the data presented in this paper was taken from NSSV1, other data sources were used as well. Using the respondent's Social Security Number (SSN), obtained from the NSSV1 respondents, subjects were matched to the Navy's Personalized Reservation for Immediate and Delayed Entry (PRIDE) database to obtain information concerning waivers obtained in the Delayed Entry Program (DEP) [4], and any bonus that the recruit may have qualified for. Information concerning the ultimate status (RTC attrite or graduate) of each identified respondent to the NSSV1 was obtained directly from RTC.

Method

Procedures

The NSSV1 was a paper-and-pencil instrument that was administered by Navy personnel at Great Lakes who followed an administration protocol developed by NPRST researchers. NSSV1 was completed within the first day of a recruit's training at RTC.

The NSSV1 requested the SSN of each respondent. This identifiable field was included on all First Watch instruments so that completed surveys could be matched throughout the respondent's first term, and to other Navy data bases.

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[3] The word "fleet" is used here to describe a Sailor's first job outside the training command, regardless of whether that job is on a ship or not.

[4] The DEP is a program that allows prospective recruits to enlist in the Navy but allows them up to a year before shipping to recruit training.

Items with no response or items for which the respondent selected "Not applicable" or "Does not apply" were recoded as missing values and eliminated from the final analyses. In addition, scale calculations were performed where noted only for those participants who had responded to a minimum of 80 percent of the items in that scale/subscale. Scale and subscale calculations for which the minimum number of items was not provided resulted in a blank scale score; such cases were coded as missing for those scale scores.

Measures

The First Watch project team selected variables to study first-term attrition that were shown to be associated with first-term military enlisted attrition, turnover/intentions to turnover in the general academic literature, correlates of these measures, or measures of specific interest in a military population. The data for these measures came from First Watch project instruments and from archival data sources. The measures included in this report's analyses are summarized in Table 1.

Table 1
Variables used in this report and these data's sources

Source	Measures
NSSV1	Demographics
	Reasons for Joining the Navy
	Perceptions of Employment Outside the Navy
	Perceptions of Completing the First Term of Enlistment
	Navy Career Intentions
	Pre-training Experiences
	Stress Coping Styles
	Person-Organization Fit
PRIDE	DEP Bonus Amount
	DEP Waivers
RTC Archival Records	RTC Graduates and Attrites

Demographics

Demographics were obtained directly from NSSV1. For the purposes of this report, these included respondent sex, marital status, dependent children, racial/ethnic origins, pay grade upon entering RTC, previous employment, and educational background.

Reasons for Joining the Navy

Respondents were asked to select from a list of 24 possible reasons to join the Navy all those that were appropriate. This list was based on group and individual interviews with both recruits and administrators at RTC. Each respondent was asked to rate each of these 24 possible reasons for joining the Navy using a 5-point scale ranging from: (1) *Not at all* to (5) *Very Large Extent.*

Perceptions of Employment Outside the Navy

Respondents were asked to respond to two items about their perceptions of employment in the private sector. The first asked whether the Navy was their best "current career choice." The second asked respondents of their perceptions to the statement: "It would be easy to find civilian jobs that provide pay and benefits equal to the Navy." The response scale for these two items ranged from: (1) *Strongly disagree* to (5) *Strongly agree.*[5]

Perceptions of Successful Completion of the First Term of Enlistment

One question in the NSSV1 asked about recruits' perceived success in completing RTC. This item was: "How successful will you be in boot camp?" Respondents to NSSV1 were asked to answer this question using a four point scale: (1) *I'll do better than most*; (2) *I'll do about as well as everyone else*; (3) *I won't do as well as most*; (4) *Not Applicable.*

Two other items assessed recruits perceived level of importance for completing their enlistment in the Navy. The first was: "How important to you is it that you complete your current enlistment?" Participants were asked to answer this question using a response scale that ranged from: (1) *Not at all important* to (5) *Extremely important.* A second item asked recruits to respond to the statement: "The people most important to me would be extremely disappointed if I dropped out of the Navy before completing my current enlistment." Participants were asked to select from five possible responses ranging from: (1) *Strongly disagree* to (5) *Strongly agree.*

Navy Career Intentions

Career intention or intentions to remain or turnover have been associated with actual attrition many times (Griffeth, Hom & Gaertner, 2000; Hom, Griffeth, & Sellaro, 1984; Sager, Griffeth, & Hom, 1998; Vandenberghe, Bentein, & Stinglhamber, 2004). In NSSV1, Navy career intentions were measured with a single item: "What are your Navy career intentions?" The response scale for the career intentions item was: (1) *Leave the Navy as soon as possible without completing my enlistment;* (2) *To complete training in a trade or skill, then leave the Navy before my obligation is complete*; (3) *To complete my enlistment then leave the service*; (4) *To make the Navy a career (20 years or more)*; and (5) *I am not sure of my plans.*

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[5] These items were reverse coded in the database. The description here reflects that reverse coding.

Pre-training experiences

Respondents were first asked a number of questions concerning their interactions with their recruiter. These included how often the recruit met with the recruiter while in the DEP, whether the recruit felt the recruiter had prepared him/her for RTC, whether the recruit would recommend the recruiter and the Navy to a friend/family member, and an overall evaluation of his/her recruiting experiences. Recruits were also asked several specific questions concerning whether the recruiter:

- Was thorough in responding to the recruit's questions

- Was honest with the recruit

- Treated the recruit with respect

- Provided correct information

- Answered all the recruit's questions

- Addressed all the recruit's concerns

- Made the recruit feel comfortable to ask questions.

Recruits were asked to respond to each of these items on a scale that ranged from: (1) *Strongly disagree* to (5) *Strongly agree.*[6]

Respondents were also asked a number of questions concerning the time spent in the DEP. Specific questions concerning DEP meetings asked about:[7]

- The number of DEP meeting that they attended

- The length of DEP meetings

- Whether the number and length of these meetings was adequate

- The accuracy of the information received in the DEP

- Satisfaction with time spent with classifier

Stress Coping Styles

Stress coping has been associated with a number of job-related variables such as stress and job performance (Bray, 2001; Brown & Westbrook, 2005; Cohen, 1995), worker health (Day & Livingstone, 2001), and Person-Organization Fit (Siegall & McDonald, 2004). In the NSSV1, stress coping styles were measured using a modified version of the *Ways of Coping Checklist* (WCCL) developed by Vitaliano, Russo, Carr, Maiuro, and Becker (1985). The items used a 5-point Likert-type response scale ranging from: (1) *Never use* to (5) *Always use.* Factor analysis of the items included on NSSV1 resulted in five abbreviated stress coping scales which mirrored those of Vitaliano et al. (1985); this factor analysis accounted for 55.1 percent of the variance. The five subscales were: Avoidance (e.g., went on as if nothing happened) (6 items), Blamed Self (e.g.,

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[6]These items were reverse coded in the database. The description here reflects that reverse coding.
[7]These items used various response scales. See the relevant items in Appendix A for the appropriate response scales for each of these items.

realized I brought the problem on myself) (3 items), Problem-Focused (e.g., made a plan of action and followed it) (12 items), Seeks Support (e.g., talked with someone about how I was feeling) (3 items), and Wishful Thinking (e.g., wished I could change what had happened) (6 items). The five subscales were examined for internal consistency and reliability analyses produced alpha coefficients between .65 and .89.

Person-Organization (P-O) Fit

Person-Organization (P-O) Fit has been associated with intention to attrite (Chatman, 1991; Verquer, Beehr, & Wagner, 2003), actual attrition (Chan, 1996; O'Reilly, Chatman, & Caldwell, 1991), and psychological strain in organizations (Kristof-Brown, Zimmerman, & Johnson, 2005), as well as with organizational commitment (Vancouver & Schmitt, 1991; Verquer et al., 2003.) and job satisfaction (Verquer et al., 2003). While there are many existing approaches to the measurement of P-O Fit, there has been no consensus concerning the appropriate manner for its measurement (Kristof-Brown et al., 2005; Verquer et al., 2003), but most importantly, none of the existing measures of P-O Fit has been specifically designed for a military population.

The measure of P-O Fit that was included as part of the NSSV1, was based on categories included on the Navy's performance appraisal form for E-1 to E-6 Sailors (Evaluation Report and Counseling Record (E1-E6) (NAVPERS 1616/26 (76-95))). Thirty-two items were created for inclusion on First Watch instruments. Factor analyses on these resulted in 30 items comprising five P-O Fit subscales: (1) Military Bearing; (2) Decision Making; (3) Respect for Others; (4) Teamwork; and (5) Work Ethic.[8] The factor analysis with the five subscales accounted for 53.1 percent of the variance.

Alpha coefficients were computed for each of these five scales. Four of the five subscales had alphas that ranged from .76 to .86; the fifth scale, measuring "Teamwork," had an alpha of .54. The items for these scales used a 5-point Likert-type response scale ranging from: (1) *Never true of me* to (5) *Always true of me*. A single measure of P-O Fit was computed from the mean of these five scales by taking the mean for each of the sub-scales scores. The overall P-O Fit scale had an alpha coefficient of .88.

DEP Bonus Amount

Recruits receive cash bonuses (payment deferred) for such things as high AFQT scores or qualifying for special programs. These bonuses can amount to many thousands of dollars. The receipt of that bonus is usually contingent upon completing basic and advanced Navy training. This variable was calculated as the bonus amount at the time that the recruit shipped to RTC. Data on recruits' bonuses for those individuals completing NSSV1 and who had included their SSN on this survey were obtained from the PRIDE database.

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[8] For a more complete description of this scale and subscales see White, Harris, Mottern, and Eshwar (in **press**).

DEP Waivers

Navy standards for enlistment include minimum standards for such things as education, minimum scores on the Armed Forces Qualifying Test (AFQT), past legal involvement, or a maximum number of dependents. However, under the right circumstances, up to three waivers for these minimum requirements may be obtained in the DEP that will allow the prospective recruit to enlist in the Navy. Data on these waivers for those individuals completing NSSV1 and who had included their SSN on this survey were obtained from the PRIDE database.

RTC Graduates and Attrites

Throughout the results section of this report, RTC graduates will be contrasted with RTC attrites. The determination of those who entered recruit training and ultimately graduated or attrited from RTC was based on data obtained directly from RTC. A list of RTC graduates and attrites, and these individuals' associated SSNs, was obtained from records maintained at RTC for the time period covering the administration of NSSV1 (April 2002 to August 2003). These data were then matched to respondents in the NSSV1 data base, based on their SSN as reported in NSSV1.

Participants

The participants in this study were Navy enlisted recruits who had completed NSSV1 between April 2002 and August 2003. For the purposes of this report, 46,546 recruits completed the NSSV1.

Demographic data was obtained for 98 percent of the NSSV1 (n=45,701) respondents in the database. Of these, 83 percent were male, 93 percent were single or never married, and 86 percent had received a high school diploma from a public or private school. Sixty-five percent of those for whom demographics were obtained were white, 20 percent were black, 5 percent were Asian or Pacific Islander, 5 percent were Native American, 16 percent were Hispanic, and 11 percent were Other.[9]

The majority of NSSV1 respondents were E-1s (53.7%), with 28.4 percent coming into the Navy as E-2s and another 17.9 percent as E-3s. Most of the respondents to the NSSV1 had completed 12 years of education (73.1%) and the majority had a high school diploma from a traditional school (86.2%).

These demographics are consistent with the known demographics of the Navy recruit population (Office of the Under Secretary of Defense, 2004), data obtained from the PRIDE database, and the Enlisted Master File. As such, these data reflect the population data for this stratum of the U.S. Navy and no weighting to the data was necessary.

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[9] Because respondents could choose multiple racial categories, percentages add up to greater than 100%.

Results

Demographics

Figures 1-3 show respondent demographics on sex, marital status, and paygrade by RTC graduates and attrites. These figures show that RTC graduates and attrites are essentially the same on these demographics at the time they enter RTC training.

Sex
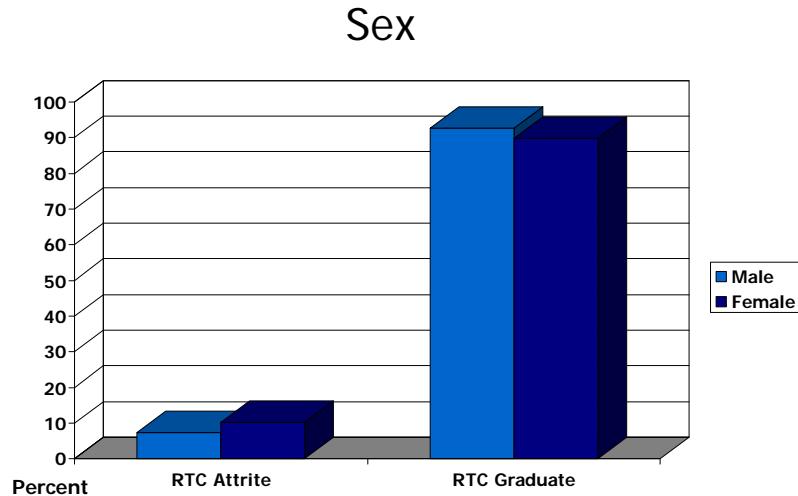
**Figure 1. Recruit sex by RTC graduation status.**
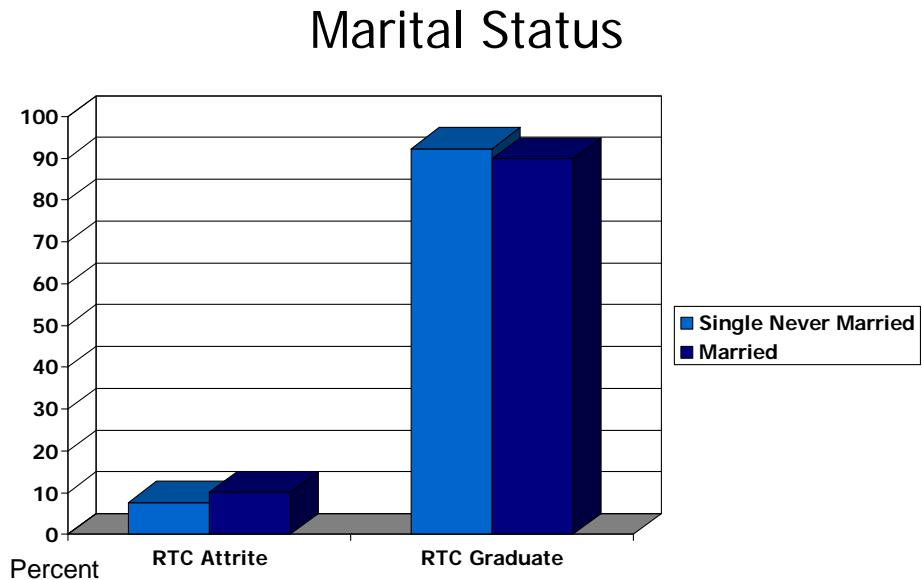
Marital Status

Figure 2. Recruit marital status by graduation status.
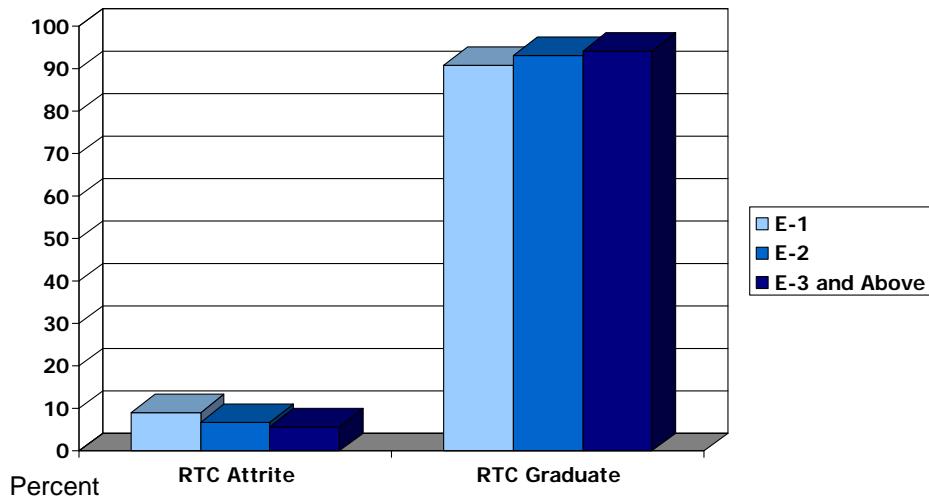
Figure 3. Recruit paygrade by RTC graduation status.

Dependent Children

Chi-square analyses indicate that having children under the age of 18 decreases the probability of graduating from RTC ($\chi^2 = 27.54$, $df = 3$, $p < .001$)[10]. Those recruits who reported having no children under the age of 18 showed the lowest RTC attrition rates (7.7%). Of those who reported having children under the age of 18, the lowest RTC attrition rate was from those whose children had not lived with them before coming to recruit training (9.6%), followed by those whose children had lived with them full time (10.2%). The highest RTC attrition rates came from those recruits with children under 18 who had lived with them part time before entering recruit training (12.7%).

Previous Employment

Respondents were asked whether they had been unemployed, employed part-time, employed full-time and/or were a full-time student before joining the Navy. Results show that there were significant differences in attrition rates based on employment status before joining the Navy ($\chi^2 = 43.62$, $df = 8$, $p < .001$).

Specifically, respondents reporting that they had been unemployed before joining the Navy had the highest RTC attrition rate (8.9%). Surprisingly, those respondents reporting that they were employed full time had RTC attrition rates almost as high as those reporting being unemployed (8.4%). Also unexpected, fill-time students had an attrition rate of 7.9%.

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[10] While respondents could choose more than one response to this item, over 99% choose only one. There were too few of those who selected more than one response to analyze; these respondents were coded as missing for this variable.

Respondents who reported that they were both full time students and worked full-time before joining the Navy had an attrition rate of 7.5%. This attrition rate was just higher than those reporting being only a part-time employee (7.1%) before joining the Navy.

Finally, those reporting that they worked part-time and were full time students before joining had the lowest RTC attrition rate (6.2%). Respondents who reported that they worked both full and part-time, or that they were a full-time student and both a full and part-time employee, had attritions rates just higher than those reporting they were part time workers and full-time students before joining the Navy (6.8% and 6.9% respectively).

Education

Those respondents reporting having 10 years or less of education had the highest levels of RTC attrition (12.3%), and those reporting 11 years of education had an RTC attrition rate of 10.9 percent. Those reporting 12 years of education had an RTC attrition rate of 7.8 percent and those reporting having some college had an attrition rate comparable to those reporting having 12 years of education (7.4%). Respondents reporting BS/BA or higher degrees had the lowest levels of RTC attrition (5.7%) (see Figure 4). Chi-square analyses indicate that these differences in years of education, between RTC graduates and attrites, are statistically significant ($\chi^2 = 66.927$, $df = 4$, $p < .001$).[11]

Education
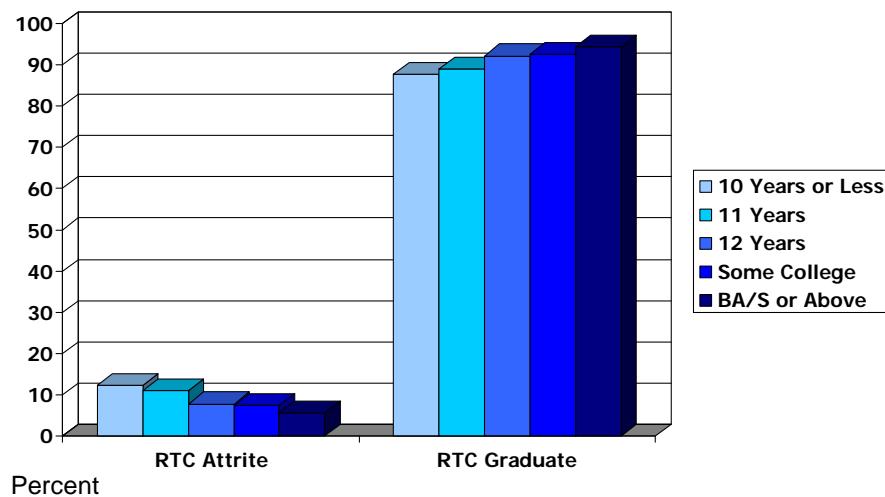
Figure 4. Recruit years of education by RTC graduation.

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[11] The years of education variable was recoded for this analysis because one cell in the matrix had an expected cell frequency of less than five. The variable used in this analysis was recoded to be:
1 = 10 years or less; 2 = 11 years; 3 = 12 years; 4 = some college; 5 = BS/BA or above.

Chi-square analysis further shows that for those respondents who reported having graduated from high school, the source of the degree was predictive of RTC attrition rates (χ^2 = 68.621, *df* = 8, *p* < .001). Those with the lowest RTC attrition rates received their diploma from a traditional high school (7.4%), followed by those who received a diploma issued by an association or school for home schooling (8.0%), or a diploma issued by another source (8.6%). Those who received their diploma based on some form of GED had the highest rates of RTC attrition (11.7%), higher than, though not statistically different from (χ^2 = .917, *df* = 1, *p* = .338), those reporting not having graduated from high school (10.6%).

Reasons for Joining the Navy

Respondents to NSSV1 were asked to rate the extent to which 24 reasons influenced their decision to join the Navy. These items had a response scale that ranged from: (1) *Not at All* to (5) *Very great extent.*[12] A series of *t*-tests were performed on these items contrasting the responses of RTC attrites and graduates. These items and the means for RTC attrites and graduates and their significance levels are presented in Table 2.

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[12] For the reason-for-joining items, a sixth option, "Does not apply" was coded as missing for the analyses.

Table 2
T-tests for reasons for joining the Navy by RTC graduate and attrite

Reason	Mean RTC Attrite	Mean RTC Graduate	*t* *	*df*	*p* **
1. Get away from family	2.23	2.11	4.640	3270	<.001
2. Get away from hometown	2.87	2.83	1.738	3738	.082
3. Time to figure out what I want to do	3.02	2.98	1.482	3731	.138
4. Wanted a break from school	1.79	1.82	1.051	2282	.294
5. Wanted to test myself in a demanding situation	3.28	3.36	3.235	3960	.001
6. Challenging or interesting work	3.75	3.84	4.743	4114	<.001
7. Travel and new experiences	4.09	4.18	4.602	4124	<.001
8. Always wanted to be in the Navy	2.76	2.77	0.576	3780	.565
9. Military tradition in my family	2.63	2.50	4.359	3277	<.001
10. Parents encouraged me to join	2.23	2.09	5.255	3275	<.001
11. My friends joined the Navy	1.94	1.84	3.471	2723	.001
12. Desire to serve my country	3.63	3.66	1.246	4032	.213
13. Few or no civilian jobs	2.41	2.14	9.439	3251	<.001
14. Navy pay	2.96	2.89	3.014	3872	.003
15. Medical or dental benefits	3.47	3.37	4.376	4049	<.001
16. Family benefits	3.35	3.21	5.465	3811	<.001
17. Retirement pay and benefits	3.48	3.45	1.528	4018	.127
18. Security and stability of a Navy job	3.90	3.89	0.846	4175	.397
19. Opportunity to work in an occupation of interest	3.84	3.89	2.527	4129	.012
20. Training in skills useful for civilian employment	3.83	3.87	1.977	4124	.048
21. Education benefits	4.07	4.14	3.259	4110	.001
22. Personal growth	4.04	4.07	1.967	4130	.049
23. Aggression against the U.S.	1.84	1.82	0.585	2579	.559
24. My spouse, boy/girlfriend encouraged me	1.70	1.47	8.285	2282	<.001

 * These *t*-tests assume unequal group variances.
 ** To guard against significance by chance due to multiple independent *t*-tests, only significance levels of .001 or higher should be interpreted as significant.

As shown in Table 2, recruits' reasons for joining the Navy differ significantly based on whether they graduated or attrited from RTC. RTC attrites seem to agree more strongly than RTC graduates that they joined for reasons related to getting away from situations at home or at the encouragement of another person (see Table 2, items 1, 9, 10, 13, and 24). Further, RTC attrites seem to agree more strongly that they joined for benefits related to Navy pay, or family benefits (see Table 2, items 14, 16), than do RTC graduates.

RTC graduates seem to agree more strongly that they joined for travel and new experiences (see Table 2, item 7), than do RTC attrites. Similarly, RTC graduates seem to agree more strongly that they joined for a reason associated with personal development (see Table 2, items 5, 6, and 7) than did RTC attrites.

Perceptions of Employment Outside the Navy

Independent groups t-tests were performed on the items related to recruits perceptions of their employment possibilities broken out by RTC graduation. The results show that eventual RTC graduates (Mean=4.57) felt significantly more strongly that the Navy was their best career choice than eventual RTC attrites (Mean=4.46) ($t = 8.469$, $df = 4136$, $p < .001$). However, there were no differences in the way that RTC graduates and attrites responded to the item about employment outside the Navy ($t=1.58$, $df=4238.00$, $p = .115$), with both groups disagreeing ($M_{attrite} = 2.37$, $M_{graduate} = 2.40$) that it would be easy to find comparable employment outside the Navy.

Perceptions of Successful Completion of the First Term of Enlistment

From the first day in recruit training, RTC attrites' perception concerning their ability to be successful in RTC as well as their perception about finishing their enlistment and making the Navy a career seemed to be different from that of RTC graduates. T-test analysis shows that those who would ultimately be RTC graduates (Mean=1.42)[13] were more positive about their ability to succeed in RTC than were those who would ultimately attrite from RTC (Mean=1.51) ($t = 9.965$, $df = 4203$, $p < .001$), even at the beginning of RTC. Further, from the beginning of RTC, significantly more RTC graduates agreed (Mean=4.81) that it was important for them to finish their enlistment than RTC attrites (Mean=4.73) ($t = 7.835$, $df = 4050$, $p < .001$), and ultimate RTC graduates agreed more strongly (Mean=4.39) that those people important to them would be disappointed if they didn't finish their enlistment than RTC attrites (Mean=4.29) ($t = 7.835$, $df = 4050$, $p < .001$).

Navy Career Intentions

By and large, RTC recruits reported that they were unsure about their career intent (44%), regardless of whether they ultimately graduated from RTC or not. However, of those who responded that they intended to stay throughout their first term, 9.1 percent would ultimately attrite from RTC, compared to 15.9 percent for those who reported that they intended to leave before the end of their first term ($\chi^2 = 43.49$, $df = 2$, $p < .001$).

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[13] The scale for this item was: 1 = I'll do better than most; 2 = I'll do about as well as everyone else; 3 = I won't do as well as most.

Pre-Training Experiences

Respondents to the NSSV1 were asked a number of questions about their recruiting and DEP experiences. Tables B-1 to B-25 in Appendix B show RTC recruits' responses to these items broken out by RTC graduates and attrites. These tables show that RTC graduates and attrites differ significantly in their perceptions about the DEP, their recruiters and their recruiting experiences in general (see Tables B-1 to B-25 for chi-square values, degrees of freedom, and probability values).

The DEP

Overall, an independent groups' t-test shows that the less time that the recruit spent in the DEP, the more likely he/she was to attrite from RTC ($M_{graduate}$ =3.05, $M_{atttrite}$ =2.95, t = 4.690, df = 4121, p < .001). More specifically, attrition rates were higher for those who reported that the information received in their DEP meetings was less accurate (p < .001, see Figure 5 and Table B-3). Also, the number and length of meetings while recruits were in the DEP were associated with RTC attrition and graduation (p < .001, see Tables B-1 and B-2). RTC attrition rates were higher for those recruits who reported having fewer DEP meetings, and for those who reported relatively shorter DEP meetings.
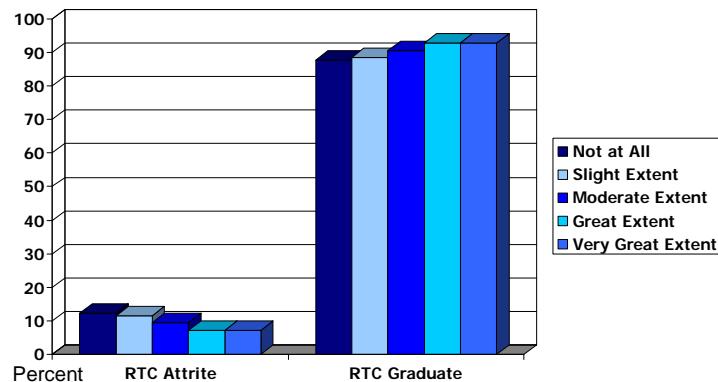
Figure 5. Recruit perceptions of accurate DEP information by RTC graduation status.

Further, the more the recruit perceived that DEP meetings were "About right" in number and length, the less likely he/she was to attrite in RTC (p < .001; see Tables B-4 and B-5). Similarly, the more the recruit perceived that the number of contacts with his/her recruiter while in the DEP was "About right", the lower the RTC attrition rate (p < .001, see Table B-7).

The Recruiter

The more meetings that the recruit had with his/her recruiter and the more that the recruiter was perceived to be attentive to the questions of the recruit, the less likely the recruit was to attrite from RTC (p < .001, see Tables B-6 and B-8). Generally, the RTC attrition rate was lower for those recruits who felt that the recruiter (p < .001):

- Was honest with the recruit (Table B-9)

- Made the recruit feel that he/she could ask questions (Table B-10)

- Treated the recruit with respect (Table B-11)

- Provided the correct information (Table B-12)

- Answered all the recruits questions (Table B-13)

- Addressed all the recruit's concerns (Table B-14)

Classification Experiences

Similarly, RTC attrition rates were lower for those recruits who agreed that they had received an explanation concerning (p < .001):

- Their Navy job that they were classified into (Table B-16)

- The jobs that were available to them at classification (Table B-17)

- The school they were guaranteed at classification (Table B-18)

- Special programs available at classification (Table B-19)

Overall Recruiting Experiences

Finally, the recruits' overall perception of their recruiting experience was also related to RTC attrition. The more satisfied the recruit was with the time that he/she spent with his/her classifier, and felt that he/she could recommend the recruiter and the Navy to a friend or family member when entering recruit training (p < .001, see Tables B-21 to B23), the more like they were to graduate from RTC. Also, the better prepared that the recruit felt he/she was for RTC, the more likely that they were to graduate from RTC (p < .001, see Table B-24). Finally, the recruit's perception of his/her overall recruiting experience was related to RTC graduation; the more highly the recruit rated his/her overall recruiting experience, the more likely that he/she would graduate from RTC (p < .001, see Table B-25).

Stress Coping Styles

As mentioned above, stress coping styles was measured using a modified version of the *Ways of Coping Checklist* (WCCL) developed by Vitaliano, Russo, Carr, Maiuro, and Becker (1985). Because of the skewness of these distributions, all coping scales were converted into dichotomous variables (top 50% vs. bottom 50% of respondents on the values for these variables).

Chi-square analyses were performed on these converted scales, contrasting these dichotomous measures against RTC graduates and attrites. Results show that two scales were significantly different across RTC graduates and attrites. The subscale for avoidance showed differences between RTC attrites and graduates (χ^2 = 52.38, *df* = 1, *p* < .001), and the scale for wishful thinking was significant as well (χ^2 = 42.53, *df* = 1, *p* = .001), indicating that recruits who reported using avoidance or wishful thinking as a coping style in a stressful situation were more likely to attrite from RTC.

Person-Organization (P-O) Fit

As mentioned above, the measure of P-O Fit that was included in the NSSV1 was designed using the categories included on the Navy's performance appraisal form for E-1 to E-6 Sailors (Evaluation Report and Counseling Record (E1-E6) (NAVPERS 1616/26 (76-95))). Factor analyses on the items included on the NSSV1 resulted in 30 items comprising five P-O Fit subscales (Military Bearing, Decision Making, Respect for Others, Teamwork, and Work Ethic). Because of the skewness of these distributions, the subscales and overall P-O Fit scale was converted into dichotomous variables (top 50% vs. bottom 50% of respondents on the values for these variables).

Chi-square analyses were performed on these converted scales, contrasting these dichotomous measures against RTC graduates and attrites. Results show that two subscales and the overall measure of P-O Fit were significant (see Table 3). The subscale for teamwork showed differences between RTC attrites and graduates (χ^2 = 50.00, *df* = 1, *p* < .001), and the sub-scale for military bearing was significant as well (χ^2 = 8.61, *df* = 1, *p* = .017). The overall measure of P-O Fit was significantly different across RTC attrites and graduates (χ^2 = 5.72, *df* = 1, *p* = .003). These findings indicate that, in general, recruits who see themselves as more in line with the expectations of the Navy are more likely to graduate from RTC. Further, recruits who are more teamwork oriented and who already were oriented to a more military style in their personal and social behavior, were also more likely to graduate from RTC.

Table 3
Percentages of overall P-O fit, and P-O fit subscales team work and decision making contrasted against RTC attrites and graduates

Measure		% Attrite	% Graduate	*p*
Overall P-O Fit	(Top Half)	7.5	92.5	.003
	(Bottom Half)	8.3	91.7	
Teamwork Subscale	(Top Half)	7.0	93.0	<.001
	(Bottom Half)	8.8	91.2	
Military Bearing Subscale	(Top Half)	7.6	92.4	.017
	(Bottom Half)	8.2	91.8	

DEP Bonus Amount

The recruit's enlistment bonus amount, calculated at the time the recruit shipped to RTC, was broken out by RTC attrites and graduates. Not surprisingly, the amount of the bonus at shipping was significantly related to graduation or attrition from RTC; the higher the bonus, the more likely the recruit was to graduate from RTC ($M_{attrite}$ = \$5698.05; $M_{graduate}$ = \$7693.13; t = -9.248, df = 4332.53, $p < .001$).

DEP Waivers

As stated previously, potential recruits can receive up to three waivers in the DEP for acts or circumstances that are contrary to minimum standards for enlistment in the Navy. Potential recruits can receive waivers for:

1. Age (Minimum Age Waiver) (.1%)[14]

2. Dependency (A waiver for a recruit with dependents) (1.3%)

3. Mental qualifications (.2%)

4. Law Violations (A waiver for past violations of the law) (7.6%)

5. Previous Military Separation Waiver (A waiver due to previous separation from the U.S. Military) (.3%)

6. Drug Involvement Waiver (1.4%)

7. Medical/Physical Waiver (1.9%)

8. Being a Sole Survivor Member (0%)

9. Lower Educational Achievement (1.5%)

10. Alien Status (0%)

11. Security Risk Background (0%)

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[14] These percentages reflect those receiving these waivers from the identifiable respondents in NSSV1. These data come from the PRIDE database.

12. Orientation as a Conscientious Objector (0%)

13. Navy Administrative (Waiver related to specific Navy Job requirements) (.8%)

In our NSSV1 data set, at least one of these waivers was obtained by 9.6 percent of the recruits entering the Navy. Although, individually, some of these waivers were obtained by less than one half of one percent of the total in this sample, one waiver was obtained by 7.6 percent of the identifiable sample (law violation). Two waivers (Alien status and Security risk) were obtained by no one in this sample.

The data on recruit waivers was examined using chi-square analysis comparing RTC attrites and RTC graduates. Two waiver types proved significant in these analyses: Medical/Physical and Education. Those who obtained Medical/Physical waivers had a higher RTC attrition rate than those who did not (9.9% vs. 6.8%) ($\chi^2 = 14.40$, $df = 1$, $p <$ .001) and those obtaining educational waivers had a higher RTC attrition rate than those who did not (10.7% vs. 6.8%) ($\chi^2 = 18.29$, $df = 1$, $p <$ .001).

Discussion

Pre-Training Experiences

A Navy recruit's experiences in the DEP seem to be important predictors of his/her ultimate success at RTC. The RTC graduate was more likely than the RTC attrite to report that his/her experiences in the DEP were positive. The RTC graduate spent more time in DEP meetings and with his/her recruiter, and was more satisfied with that time than the RTC attrite. The RTC graduate was also more positive about the preparation received for RTC, the Navy, and the overall recruiting experience than the RTC attrite. Further, the RTC graduate was also more positive about his recruiter, and the information provided by the recruiter, than the RTC attrite.

Reasons for Joining

Reasons for joining the Navy were also associated with graduation from RTC. Those who reported joining because of a situation at home or for the immediate benefits that the Navy could offer were more likely to ultimately attrite from RTC, while those who joined for the experience that the Navy could offer or for personal development were more likely to successfully graduate from RTC.

Perceptions of Success in the Navy

Those who would ultimately become RTC graduates were also more positive about their ability to succeed in RTC than were those who would ultimately attrite from RTC. Future RTC graduates also reported a greater desire to complete their enlistment and that people who were important to them would be disappointed if they dropped out before they completed their first enlistment, than those who would ultimately become RTC attrites.

Academic Achievement

One of the most consistent findings, historically, is that high school graduates have a higher probability of finishing RTC than non-high school graduates. Surprisingly, the data on education suggest that a broader definition of the "high school graduate" may be required. There were few differences found in this study to indicate that there are substantial differences in success in RTC based on the various ways in which recruits obtained their high school diplomas. The exception to this is the GED, which shows a RTC success rate substantially lower than the various other ways of obtaining a high school diploma or its equivalent. In fact, the GED RTC attrition rate was not statistically different from non-high school graduates.

Bonus

The amount of the cash bonus that the recruit would receive at the end of training was also predictive of success in RTC. Not surprisingly, the larger the bonus the more likely the recruit is to graduate from RTC.

Past Employment

The data describing employment in the six months prior to entering the Navy is interesting. Those who were not employed before joining the Navy showed the highest attrition rates. However, those who were employed full-time before joining the Navy had an attrition rate roughly comparable to those respondents reporting that they were unemployed before joining the Navy.

P-O Fit and Stress Coping

P-O Fit and stress coping, measures related to how well the recruit "fit" with the demands of the Navy, were also associated with success in RTC. Three measures of P-O Fit indicate that those who were more teamwork oriented, were more oriented to a military personal and social style, and who reported themselves to be more fit, overall, with the Navy, were more likely to graduate from RTC. Similarly, those who deal with stress in less direct ways, most particularly by avoiding it in some manner, have a lower probability of success in RTC than those who deal with stress in **some other manner**.

Waivers

Surprisingly, waivers in general were not predictive of RTC success. Only two types of waivers showed any difference in RTC success: medical/physical and education. These are easily explained in terms of the demands of recruit training and in past research. However, the surprising finding is that waivers for more serious offenses, such as law violations or drug involvement, were not predictive of graduation or attrition.

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Appendix A:
The New Sailor Survey (V1)

NEW SAILOR SURVEY

INFORMED CONSENT

This questionnaire examines your background characteristics and your opinions and attitudes about the Navy and your decision to join the Navy. Data from this project may be used to improve how we recruit, train and help new Sailors adjust to life in the Navy.

Your answers are confidential and will be merged with answers from Sailors all over the world. No one will be able to identify you from your answers. Over the next four years of your enlistment we will continue to ask you questions about your experiences in the Navy and your attitudes and opinions. In order to track you over time, we will ask you to provide your Social Security Number. That number will be encrypted and be available only to researchers who are executing this project. Your answers are all voluntary and refusal to participate will not result in any penalties to you, except your opinions will not be reflected in the results. Please read the following Privacy Statement and indicate in the circle below your willingness to participate in this important research.

PRIVACY ACT STATEMENT

Authority to request this information is granted under 10 U.S.C. 5031 and 5032, and 5 U.S.C. 301: Executive Order 9397. License to administer this survey is granted per OPNAVINST 5300.8B under OPNAV Report Control Symbol 1040-3, which expires 28 February 2004. We ask you to provide your Social Security Number; this is so we can collect additional information from other data sources.

PURPOSE: The purpose of this questionnaire is to collect information concerning retention and attrition in the Navy. The information you provide will be used to estimate manpower needs for the Navy and to develop retention policies for the Navy.

ROUTINE USES: The information provided in this questionnaire will be analyzed by the Navy Personnel Research, Studies, and Technology Department (PERS-1). The data files will be maintained by the Navy Personnel Research, Studies, and Technology Department where they may be used for determining changing trends in the Navy.

CONFIDENTIALITY: All responses will be held in confidence by the Navy Personnel Research, Studies, and Technology Department. Information you provide will be statistically summarized with the responses of others, and will not be attributable to any single individual.

PARTICIPATION: Completion of this questionnaire is entirely voluntary. Failure to respond to any questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes.

STATEMENT OF RISK: The data collection procedures are not expected to involve any risk or discomfort to you. The only risk to you is inappropriate disclosure of data you provide. However, Navy Personnel Research, Studies, and Technology has had no compromise of data for similar Navy personnel studies conducted during the past 25 years.

If you have any questions about this questionnaire, please contact Dr. Jackie Mottern, at (901) 874-4656 or DSN 882-4656 or Dr. Michael White at (901) 874-4569 or DSN 882-4659. For questions regarding Human Subjects issues contact NPRST Protection of Human Subjects Committee, (901) 874-3086 or DSN 882-3086 or email IRB@persnet.navy.mil.

I have read the Informed Consent and Privacy Act statements and wish to proceed with the questionnaire.

○ **Please completely fill in this bubble to show that:**
"Yes, I voluntarily choose to participate in this survey."

Social Security No.

DATE OF BIRTH

MO.	DAY	YEAR

1. What is your gender?

- ○ Male
- ○ Female

2. What is your current marital status?

- ○ Single, never married
- ○ Married
- ○ Legally separated
- ○ Divorced
- ○ Widowed

3. Do you currently have any children under the age of 18? (Mark *ALL* that apply).

- ○ No ⟶ **Go to Question 5**
- ○ Yes, but they do not live with me
- ○ Yes, they lived with me full-time before I joined the Navy
- ○ Yes, they lived with me part-time before I joined the Navy (for example, joint custody with ex-spouse)

4. Who currently has custody of your children?

- ○ Spouse (Child's mother/father)
- ○ Your parents or in-laws
- ○ Another relative
- ○ Friend
- ○ Other_____
- ○ Does not apply

5. Are you of Spanish/Hispanic descent?

- ○ Yes
- ○ No

6. Are you: (Select as many as apply.)

- ○ White
- ○ Black/African American
- ○ Asian/Pacific Islander
- ○ Native American/Aleut/Eskimo
- ○ Other

7. In the 6 months before entering the Navy, did you hold a part or full-time job? *(Mark All that apply.)*

- ○ Yes, a full-time job
- ○ Yes, a part-time job
- ○ I was a full-time student
- ○ No, I was not employed

8. What is the highest grade of school that you completed?

- ○ 10 or less
- ○ 11
- ○ 12
- ○ One or more years of college or technical school
- ○ Bachelor of Arts/Science degree
- ○ Masters or above

9. If you graduated from high school, choose the credential(s) you earned when you finished high school.

- ○ Does not apply; did not finish high school
- ○ Diploma - earned from a public or private traditional day school
- ○ Diploma - earned from an adult (continuation) school
- ○ Diploma - issued by parents or tutors for home schooling
- ○ Diploma - issued by an association, school, or state for home schooling
- ○ Diploma - issued by a vocational or technical school
- ○ Diploma - issued by a correspondence school
- ○ GED equivalency diploma
- ○ College credit turning GED into high school diploma
- ○ Certificate for high school attendance or completion

10. Are you prior military?
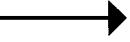
- ○ No ——————▶ **Go to Question 12**
- ○ Yes, Navy
- ○ Yes, Army
- ○ Yes, Marine Corps
- ○ Yes, Air Force
- ○ Yes, Coast Guard

11. What was your previous paygrade?

- ○ E-1
- ○ E-2
- ○ E-3
- ○ E-4
- ○ E-5 or above

12. What is your current paygrade?

- ○ E-1
- ○ E-2
- ○ E-3
- ○ E-4
- ○ E-5 or above

13. Using the scale below, please indicate the extent to which the following factors have influenced you (contributed to your decision) to join the Navy.

		Very great extent	Great extent	Moderate extent	Slight extent	Not at all	Does not apply
a.	Get away from family or personal situations	○	○	○	○	○	○
b.	Get away from hometown	○	○	○	○	○	○
c.	Time to figure out what I want to do	○	○	○	○	○	○
d.	Wanted a break from school	○	○	○	○	○	○
e.	Wanted to test myself in a demanding situation	○	○	○	○	○	○
f.	Challenging or interesting work	○	○	○	○	○	○
g.	Travel and new experiences	○	○	○	○	○	○
h.	Always wanted to be in the Navy	○	○	○	○	○	○
i.	Military tradition in my family	○	○	○	○	○	○
j.	Parents encouraged me to join	○	○	○	○	○	○
k.	My friend(s) joined the Navy	○	○	○	○	○	○
l.	Desire to serve my country	○	○	○	○	○	○
m.	Few or no civilian jobs I wanted were available	○	○	○	○	○	○
n.	Navy pay	○	○	○	○	○	○
o.	Medical/Dental benefits	○	○	○	○	○	○
p.	Family benefits	○	○	○	○	○	○
q.	Retirement pay and benefits	○	○	○	○	○	○
r.	Security and stability of a Navy job	○	○	○	○	○	○
s.	Opportunity to work in a specific occupation of interest	○	○	○	○	○	○
t.	Training in skills useful for civilian employment	○	○	○	○	○	○
u.	Education benefits (money for college/graduate school)	○	○	○	○	○	○
v.	Personal growth	○	○	○	○	○	○
w.	Aggression against the United States	○	○	○	○	○	○
x.	My spouse/boyfriend/girlfriend encouraged me to join	○	○	○	○	○	○

14. How successful will you be in boot camp?

- ○ Not applicable, I'm prior military
- ○ I'll do better than most
- ○ I'll do about as well as everyone else
- ○ I won't do as well as most

15. How important to you is it that you complete your current enlistment?

- ○ Extremely important
- ○ Very important
- ○ Moderately important
- ○ Slightly important
- ○ Not at all important

16. The people most important to me would be extremely disappointed if I dropped out of the Navy before completing my current enlistment.

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree

17. How satisfied were you with the amount of time you spent with your classifier?

- ○ Not applicable

- ○ Very satisfied
- ○ Satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Dissatisfied
- ○ Very dissatisfied

18. What are your Navy career intentions?

- ○ Leave the Navy as soon as possible without completing my enlistment
- ○ To complete training in a trade or skill, then leave the Navy before my enlistment is completed
- ○ To complete my enlistment, then leave the Navy
- ○ To make the Navy a career (20 years or more)
- ○ I am not sure of my plans

19. To what extent was each of the following explained to you?
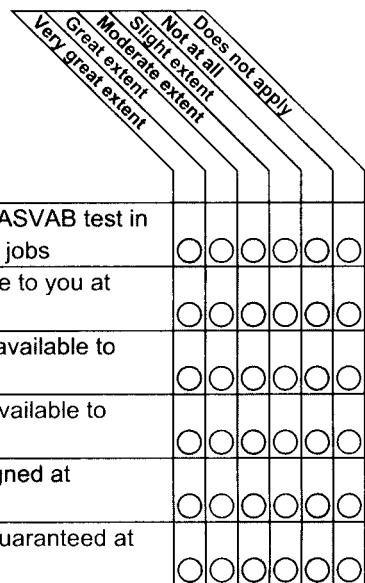
		Very great extent	Great extent	Moderate extent	Slight extent	Not at all	Does not apply
a.	The importance of the ASVAB test in qualifying you for Navy jobs	○	○	○	○	○	○
b.	The Navy jobs available to you at classification	○	○	○	○	○	○
c.	Any special programs available to you at classification	○	○	○	○	○	○
d.	Any bonus programs available to you at classification	○	○	○	○	○	○
e.	The job you were assigned at classification	○	○	○	○	○	○
f.	The school you were guaranteed at classification	○	○	○	○	○	○

20. On average, how many times did you meet with your recruiter while in the DEP?

- ○ Not applicable, I was only in DEP a few days or I am prior military **→ Go to Question 27**
- ○ Less than once per month
- ○ Once a month
- ○ Once every two weeks
- ○ Once a week or more

21. On average, how long were your DEP meetings?

- ○ Less than 15 minutes
- ○ 15 to 30 minutes
- ○ More than 30 minutes but less than 60
- ○ 60 to 90 minutes
- ○ More than 90 minutes

22. To what extent was the information you received in the DEP accurate?

- ○ Very great extent
- ○ Great extent
- ○ Moderate extent
- ○ Slight extent
- ○ Not at all

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23. Approximately how many DEP meetings did you attend?

- ○ 0
- ○ 1-3
- ○ 4-6
- ○ 7-9
- ○ 10 or more

24. How long were you in DEP?

- ○ 0-1 month
- ○ 2-3 months
- ○ 4-6 months
- ○ 7-9 months
- ○ 10 or more months

25. Was the number of DEP meetings:

- ○ Not applicable, I did not attend any DEP meetings
- ○ Too few
- ○ About right
- ○ Too many

26. Was the length of DEP meetings:

- ○ Not applicable, I did not attend any DEP meetings
- ○ Too long
- ○ About right
- ○ Too short

27. Was the number of contacts with your current recruiter before coming to Great Lakes:

- ○ Too few
- ○ About right
- ○ Too many

28. Please use the scale below to show how much you AGREE or DISAGREE with each of the following statements concerning your current enlistment.

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a.	My recruiter was thorough in his/her responses to my questions	○	○	○	○	○
b.	My recruiter was honest with me	○	○	○	○	○
c.	My recruiter treated me with respect	○	○	○	○	○
d.	My recruiter provided me with correct information	○	○	○	○	○
e.	All my questions were answered by my recruiter	○	○	○	○	○
f.	All my concerns were answered by my recruiter	○	○	○	○	○
g.	My recruiter made me feel comfortable enough to ask questions	○	○	○	○	○
h.	I would recommend the Navy to a friend/family member	○	○	○	○	○
i.	I would recommend my recruiter to a friend/family member	○	○	○	○	○

29. The preparation for RTC that I received from my recruiter was:

- ○ Not applicable

- ○ Excellent
- ○ Good
- ○ Satisfactory
- ○ Fair
- ○ Poor

30. Overall, my current recruiting experience was:

- ○ Excellent
- ○ Good
- ○ Satisfactory
- ○ Fair
- ○ Poor

31. The Navy is my best current career choice.

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree

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32. It would be easy to find civilian jobs that provide pay and benefits equal to the Navy.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neither agree nor disagree
- ◯ Disagree
- ◯ Strongly disagree

How true are these statements of you?
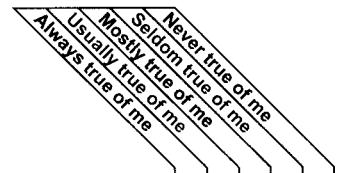
	Statement	Always true of me	Usually true of me	Mostly true of me	Seldom true of me	Never true of me
33.	I try to do jobs carefully, so they don't have to be done again.	◯	◯	◯	◯	◯
34.	I strive for excellence in everything I do.	◯	◯	◯	◯	◯
35.	I am tolerant of other people.	◯	◯	◯	◯	◯
36.	I pay close attention to details when I am working.	◯	◯	◯	◯	◯
37.	I am very resourceful in getting a job done.	◯	◯	◯	◯	◯
38.	I take a personal interest in the people I work with.	◯	◯	◯	◯	◯
39.	I like most people I meet.	◯	◯	◯	◯	◯
40.	I keep my belongings neat and clean.	◯	◯	◯	◯	◯
41.	I try to help people who are less fortunate than me.	◯	◯	◯	◯	◯
42.	I like to keep a neat appearance.	◯	◯	◯	◯	◯
43.	I try to stay out of trouble.	◯	◯	◯	◯	◯
44.	I try to set a good example for others.	◯	◯	◯	◯	◯
45.	I like to play sports.	◯	◯	◯	◯	◯
46.	I try to follow my conscience.	◯	◯	◯	◯	◯
47.	I try to finish all the tasks assigned to me.	◯	◯	◯	◯	◯
48.	I work hard to accomplish my goals.	◯	◯	◯	◯	◯
49.	I try to do what I think is right.	◯	◯	◯	◯	◯
50.	I try to get the job done.	◯	◯	◯	◯	◯
51.	Once I start a project, I almost always finish it.	◯	◯	◯	◯	◯
52.	When I'm under a lot of stress, sometimes I feel like I'm going to pieces.	◯	◯	◯	◯	◯
53.	I enjoy being part of a team.	◯	◯	◯	◯	◯
54.	I consider the consequences before I take action.	◯	◯	◯	◯	◯
55.	When I make a commitment, I can be counted on to follow through.	◯	◯	◯	◯	◯
56.	I get along with others.	◯	◯	◯	◯	◯
57.	When things are falling apart, I still make good decisions.	◯	◯	◯	◯	◯
58.	A team is more important than the individuals on it.	◯	◯	◯	◯	◯
59.	I have often been a leader of groups I have belonged to.	◯	◯	◯	◯	◯
60.	I encourage others to do their best.	◯	◯	◯	◯	◯
61.	When I have a problem, I stop and think about it before taking the next step.	◯	◯	◯	◯	◯
62.	I have a clear set of goals.	◯	◯	◯	◯	◯
63.	I usually keep a cool head in emergencies.	◯	◯	◯	◯	◯
64.	I try to be considerate of others.	◯	◯	◯	◯	◯

Which of the following have you used when you were in a *VERY* stressful situation?

		Always use	Usually use	Use most of the time	Seldom use	Never use
65.	Bargained or compromised to get something from the situation.	○	○	○	○	○
66.	Concentrated on something good that could come out of the whole thing.	○	○	○	○	○
67.	Made a plan of action and followed it.	○	○	○	○	○
68.	Changed something so that things would turn out all right.	○	○	○	○	○
69.	Just took things one step at a time.	○	○	○	○	○
70.	I knew what had to be done so I doubled my efforts and tried harder to make things work.	○	○	○	○	○
71.	Came up with a couple of solutions to the problem.	○	○	○	○	○
72.	Stood my ground and fought for what I wanted.	○	○	○	○	○
73.	Changed or grew as a person in a good way.	○	○	○	○	○
74.	Came out of the experience better than when I went in.	○	○	○	○	○
75.	Tried not to act too hastily or follow my own hunch.	○	○	○	○	○
76.	Accepted my strong feelings but didn't let them interfere with other things too much.	○	○	○	○	○
77.	Changed something about myself so that I could deal with the situation better.	○	○	○	○	○
78.	Talked with someone to find out about the situation.	○	○	○	○	○
79.	Asked someone I respected for advice and followed it.	○	○	○	○	○
80.	Blamed myself.	○	○	○	○	○
81.	Criticized or lectured myself.	○	○	○	○	○
82.	Realized I brought the problem on myself.	○	○	○	○	○
83.	Hoped a miracle would happen.	○	○	○	○	○
84.	Wished I was a stronger person - more optimistic and forceful.	○	○	○	○	○
85.	Wished that I could change what had happened.	○	○	○	○	○
86.	Imagined or daydreamed of a better time or place than the one I was in.	○	○	○	○	○
87.	Wished the situation would go away or somehow be finished.	○	○	○	○	○
88.	Went on as if nothing happened.	○	○	○	○	○
89.	Felt bad that I couldn't avoid the problem.	○	○	○	○	○
90.	Kept my feelings to myself.	○	○	○	○	○
91.	Slept more than usual.	○	○	○	○	○
92.	Tried to forget the whole thing.	○	○	○	○	○
93.	Tried to make myself feel better by eating, drinking, smoking or taking medication.	○	○	○	○	○
94.	Avoided being with people in general.	○	○	○	○	○
95.	Kept others from knowing how bad things were.	○	○	○	○	○
96.	Talked with someone about how I was feeling.	○	○	○	○	○

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

Appendix B:
Tables Showing Recruit's Perceptions of their DEP and Recruiting Experiences Broken out by RTC Graduate and Attrite[15][16]

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[15] The tables in this appendix were designed to highlight the differences between RTC graduates and attrites, within each response option for individual items. As such, response options sum across, rather than down columns.

[16] To limit the probability of statistical significance by chance when using multiple independent tests, the overall alpha level for all tests presented in this appendix has been adjusted to the .05 level. As such only *p* values of .002 or less should be considered significant.

Table B-1
The number of DEP meetings attended

Response	% Attrite	% Graduate
0	10.2	89.8
1–3	8.7	91.3
4–6	7.5	92.5
7–9	6.6	93.4
10 or more	6.7	93.3

Chi-square = 61.11, *df* = 4, *p* < .001

Table B-2
The length of DEP meetings attended

Response	% Attrite	% Graduate
< 15 Minutes	11.0	89.0
15–30 Minutes	8.0	92.0
31–59 Minutes	7.9	92.1
60–90 Minutes	7.9	93.4
> 90 Minutes	6.7	93.3

Chi-square= 35.52, *df* = 4, *p* < .001

Table B-3
The information received in DEP meetings accurate

Response	% Attrite	% Graduate
Not at all	12.3	87.7
Slight Extent	11.6	88.4
Moderate Extent	9.4	90.6
Great Extent	7.1	92.9
Very Great Extent	7.1	92.9

Chi-square= 92.87, *df* = 4, *p* < .001

Table B-4
The number of DEP meetings was:

Response	% Attrite	% Graduate
Too Few	8.7	91.3
About Right	7.5	92.5
Too Many	8.8	92.2

Chi-square= 15.29, *df* = 2, *p* < .001

Table B-5
The length of DEP meetings was:

Response	% Attrite	% Graduate
Too Long	10.1	89.9
About Right	7.5	92.5
Too Short	11.1	89.0

Chi-square= 47.78, *df* = 2, *p* < .001

Table B-6
The number of meetings with recruiter

Response	% Attrite	% Graduate
< 1 Month	9.9	90.1
1 per Month	7.5	92.5
1 per 2 Weeks	7.8	92.2
1 per Week or More	7.7	92.3

Chi-square= 18.72, *df* = 3, *p* < .001

Table B-7
The number of contacts with recruiter

Response	% Attrite	% Graduate
Too Few	9.2	90.8
About Right	7.6	92.4
Too Many	10.4	89.6

Chi-square= 24.15, *df* = 2, *p* < .001

Table B-8
The recruiter was thorough in answering questions

Response	% Attrite	% Graduate
Strongly Disagree	14.1	86.0
Disagree	9.3	90.7
Neither	9.3	90.7
Agree	7.6	92.4
Strongly Agree	8.7	92.3

Chi-square= 34.92, *df* = 4, *p* < .001

Table B-9
The recruiter was honest with recruit

Response	% Attrite	% Graduate
Strongly Disagree	15.2	84.8
Disagree	10.2	89.8
Neither	10.7	89.3
Agree	7.5	92.5
Strongly Agree	7.5	92.5

Chi-square= 76.50, df = 4, $p < .001$

Table B-10
The recruiter made recruit free to ask questions

Response	% Attrite	% Graduate
Strongly Disagree	13.1	86.9
Disagree	13.0	87.0
Neither	11.8	88.2
Agree	7.9	92.1
Strongly Agree	7.5	92.5

Chi-square= 64.03, df = 4, $p < .001$

Table B-11
The recruiter treated recruit with respect

Response	% Attrite	% Graduate
Strongly Disagree	16.5	83.5
Disagree	9.3	90.7
Neither	11.7	88.3
Agree	7.8	92.2
Strongly Agree	7.7	92.3

Chi-square= 34.88, df = 4, $p < .001$

Table B-12
The recruiter provided correct information

Response	% Attrite	% Graduate
Strongly Disagree	15.1	84.9
Disagree	9.0	91.0
Neither	10.2	89.8
Agree	7.7	92.3
Strongly Agree	7.5	92.5

Chi-square= 53.48, df = 4, $p < .001$

Table B-13
The recruiter answered all questions

Response	% Attrite	% Graduate
Strongly Disagree	13.7	86.3
Disagree	10.2	89.8
Neither	9.1	90.9
Agree	7.8	92.2
Strongly Agree	7.4	92.6

Chi-square= 47.44, df = 4, p < .001

Table B-14
The recruiter addressed all concerns

Response	% Attrite	% Graduate
Strongly Disagree	13.2	86.8
Disagree	10.8	89.2
Neither	9.3	90.7
Agree	7.6	92.4
Strongly Agree	7.4	92.6

Chi-square= 57.31, df = 4, p < .001

Table B-15
Explained: The importance of ASVAB

Response	% Attrite	% Graduate
Not at all	8.2	91.8
Slight Extent	9.2	90.8
Moderate Extent	8.1	91.9
Great Extent	7.3	92.7
Very Great Extent	7.9	92.1

Chi-square= 15.03, df = 4, p = .005

Table B-16
Explained: The Navy job classified into

Response	% Attrite	% Graduate
Not at all	9.7	90.3
Slight Extent	8.8	91.2
Moderate Extent	8.4	91.6
Great Extent	7.4	92.6
Very Great Extent	7.6	92.4

Chi-square= 20.34, df = 4, p < .001

Table B-17
Explained: The Navy jobs available

Response	% Attrite	% Graduate
Not at all	10.2	89.7
Slight Extent	9.5	90.5
Moderate Extent	7.7	92.3
Great Extent	7.3	92.7
Very Great Extent	7.8	92.2

Chi-square= 36.39, *df* = 4, *p* < .001

Table B-18
Explained: The school guaranteed

Response	% Attrite	% Graduate
Not at all	9.9	90.1
Slight Extent	8.9	91.1
Moderate Extent	8.0	92.0
Great Extent	7.3	92.7
Very Great Extent	7.5	92.5

Chi-square= 27.89, *df* = 4, *p* < .001

Table B-19
Explained: Any special programs available

Response	% Attrite	% Graduate
Not at all	9.6	90.4
Slight Extent	8.7	91.3
Moderate Extent	7.6	92.4
Great Extent	7.0	93.0
Very Great Extent	7.7	92.3

Chi-square= 38.80, *df* = 4, *p* < .001

Table B-20
Explained: Any bonus programs available

Response	% Attrite	% Graduate
Not at all	8.5	91.5
Slight Extent	8.4	91.6
Moderate Extent	7.6	92.4
Great Extent	7.4	92.6
Very Great Extent	7.9	92.1

Chi-square= 10.87, *df* = 4, p .028

Table B-21
Satisfied with time spent with classifier

Response	% Attrite	% Graduate
Very Dissatisfied	11.0	89.0
Dissatisfied	9.5	90.5
Neither	9.2	90.8
Satisfied	7.4	92.6
Very Satisfied	7.1	92.9

Chi-square= 53.72, $df = 4$, $p < .001$

Table B-22
Recommend recruiter to friend/family

Response	% Attrite	% Graduate
Strongly Disagree	11.3	88.7
Disagree	8.3	81.7
Neither	9.8	90.2
Agree	8.0	92.0
Strongly Agree	7.5	92.5

Chi-square= 40.01, $df = 4$, $p < .001$

Table B-23
Recommend Navy to friend/family

Response	% Attrite	% Graduate
Strongly Disagree	20.2	79.8
Disagree	11.7	88.3
Neither	10.4	89.6
Agree	7.9	92.1
Strongly Agree	7.4	92.6

Chi-square= 102.67, $df = 4$, $p < .001$

Table B-24
The preparation received for RTC

Response	% Attrite	% Graduate
Poor	11.9	88.1
Fair	9.9	90.1
Satisfactory	8.3	91.7
Good	7.1	92.9
Excellent	7.3	92.7

Chi-square= 76.71, $df = 4$, $p < .001$

Table B-25
The overall recruiting experience

Response	% Attrite	% Graduate
Poor	12.4	87.6
Fair	11.5	88.5
Satisfactory	8.6	91.4
Good	7.4	92.6
Excellent	7.3	92.7

Chi-square= 87.92, *df* = 4, *p* < .001

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